



The Role of Presentation Stage in Teaching Vocabulary in Some Sudanese Secondary Schools in Khartoum State. (Case- Study : Sudanese Secondary School in Khartoum State)

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Abstract:

The present paper attempts to investigate teaching vocabulary items at the presentation stage, and the most preferred techniques of teaching vocabulary. Instruments used to collect data for this paper were a test and a questionnaire. Forty students from secondary schools in the first year were chosen as population as a sample for the study. Fifty teachers of English from different secondary schools were chosen to answer the questionnaire. According to the analysis of the collected data, the first favorite technique which is the most preferred by the teachers in teaching new vocabulary items is the technique of using words relation which received 98% and the percentage of using “always” is 78%. It is also found that the techniques of words relation, giving examples, using words in contexts and acting were the most preferred techniques of teaching

Key words: *Presentation stage, vocabulary teaching, techniques*

المستخلص :

تستقصى هذه الورقة البحثية تدريس المفردات الجديدة في مرحلة التقديم وفضل التقنيات التي تستخدم في تدريسها. ادوات البحث التي استخدمت هي الاختبار والاستبانة. فصل به اربعين طالبة اختير من بين ثلاثة فصول المستوى الاول في ثانوية الشهيد ابراهيم شمس الدين الحكومية. خمسون استبانة وزعت لاساتذة اللغة الانجليزية في بعض المدارس الثانوية للاجابة عليها. اظهرت نتائج التحليل ان التقنية المفضلة التي يفضلها الاساتذة في تدريس الكلمات الجديدة هي استعمال العلاقات بين الكلمات 98% ونسبة "دائما" 78% . كذلك يفضل الاساتذة تقنيات اعطاء الامثلة وادخال الكلمات في جمل مفيدة والتمثيل لتوصيل المعنى.

Introduction

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (Thornbury: p.2: 2002).

Language functions as a means of communication. Thus a word is an essential element in a language. Language performs three main roles: It has a pragmatic function as a means of getting things done in the world; It performs as a learning and conceptualizing function as a means of understanding the world, of making sense of ideas and evidence; It has an archive function, as a means of sorting, understanding from the past. Therefore, a learner of a language needs to learn an adequate number of vocabulary items to be able to communicate.

Vocabulary items are introduced at the presentation stage. It is at this stage of a lesson where various techniques are used by the teacher to present the new vocabulary items.

Statement of the study :

The researcher observed that, there are some difficulties face secondary school students to understand new vocabulary. So the present paper investigates the techniques used by the teachers to enable the students understand new words meaning in the, presentation stage , so as to facilitate reading comprehension.

Questions of the study :

1- To what extent new vocabulary are important in reading comprehension ?



2- What are the appropriate techniques used in the present study ?

3-What is the effect of the school environment in the process of teaching vocabulary ?

Objectives of the study:

This paper aims to achieve the following objectives:

1. To investigate teaching vocabulary items at the presentation stage.
2. To find out the most preferred techniques of teaching vocabulary.
3. To find out how the school environment helps in teaching vocabulary.
4. To come out with solutions to the problems facing teachers and learners in teaching and learning vocabulary.

Literature Review:

This section presents the review of related literature. The issues for the literature include: The importance of vocabulary teaching, teaching vocabulary, difficulties in learning vocabulary, presenting vocabulary, Presentation of meaning and teaching procedures.

2.1. The importance of vocabulary teaching

A good store of words is crucial for understanding and communication. A major aim of most teaching programme is to help students to gain a large vocabulary of useful words. In every new lesson, the teacher has to introduce new words and practices them, making clear the meanings and the ways in which each can be used. Vocabulary teaching increases learners' active vocabulary, which consists of the total number of lexical items, which he can use accurately in speech and writing. The Linguist David Wilkins (2001) summed up the importance of vocabulary teaching and learning when he stated that without grammar very little could be conveyed, and nothing could be conveyed without vocabulary.

2.2. Teaching vocabulary

Teaching is a process in which the teacher establishes mediating conditions that are designed to achieve desired learner outcomes. Learning occurs when student behaviour is changed in the direction of the stated goals and objectives.

Learning vocabulary is a lengthy and complex process, which requires adequate mastery of form, meaning and usage. Through this process, the students should be able to:

- (i) Spell and pronounce the words correctly when they use them either in writing or speaking.
- (ii) Understand without difficulty the meaning of the words upon hearing or reading them.
- (iii) Know the correct collocation of vocabulary as well as its connotations or associations.
- (iv) Use vocabulary in appropriate grammatical sentences or utterances.

These requirements for knowing vocabulary are essential in foreign language learning because any ineffective vocabulary teaching and learning may lead to undesirable results such as:

- (a) Inability to retrieve learned vocabulary while communicating in the language.
- (b) Inappropriate use of vocabulary items in different situations as in the underlined words of the following sentences: i
-My car was badly injured in the accident. (Damaged).
-We shall discuss about the problem. (talk)
- (c) Ignorance of varieties of language.
- (d) Using bookish English in normal conversational situations.
- (e) Incorrect use of grammatical form, stress, pronunciation and spelling.

Thus the process of teaching / learning vocabulary requires good planning, effective presentation, demonstration and adequate practice.



2.2.1. Some semantic theories in teaching vocabulary

Semantics is the study of meaning and can tell us how a language user understands, learns, remembers and uses words communicating meaning. There are some semantic theories provided by Ellis (1980, p. 67-70) which help the language teacher in his presentation of language items in the classroom. These semantic theories are:

2.2.1.1. References

All lexical items have referents. i.e., they are either written or spoken symbols of real life things .e.g., the items 'delicious' 'sweet', and 'sour' refer to tastes, the items 'kindness', 'selfishness' , and 'greed' refer to personal characteristics. If the referent can be seen, touched, smelt, tasted, or heard, then it is likely that the word and the referent will be usefully associated and therefore remembered. Likewise, the referents of abstract items can be explained. Therefore, the best method of teaching meaning of new lexical items is to present them together with their referents.

2.2.1.2. Cultural correspondence

Because of the differences in culture, it is possible to translate exactly from one language to another. You cannot say that item 'A' in English means item 'D' in Arabic; you can only say that 'A' and 'D' have similar referents. Ideally when a teacher is presenting a new English lexical item through ostensive definition, he should be aware of the translation equivalent of that item in the student's mother tongue and if there are large differences in the possible referents of the items, he should point out the danger of over-generalization to the students.

2.2.1.3. Information theory

A lexical item in an utterance communicates varying degrees of information. i.e., it is easier

to learn a new lexical item in utterances where the item carries low information.

2.2.1.4. Implied meaning

Many lexical items have both a referential meaning and implied meaning. The implied meaning of a lexical item can be determined by context, culture, the attitude of the speaker and the person being referred to.

2.2.1.5. Meaning relations among words

These relations can be found in two dimensions which linguists have often referred to as 'axes'. The horizontal axis represents syntagmatic relations, those between items in senescs. For example, a learner has to understand that we can say 'My car was badly damaged in the accident' 'but not * 'My car was badly injured in the accident'. Only one of these verbs can collocate with the noun 'car'. The vertical axis represents paradigmatic relations, the complex relationships that exist between items in the whole lexical system. For example, learning the meaning of a word involves knowing how that meaning is defined in relation to other similar or opposite words. Learning English therefore means gradually acquiring knowledge of synonyms, antonyms, and other relations in its semantic structure

2.2.1.5.1. Syntagmatic relations

Syntagmatic relations are relations between words as they occur in sequence. In the English language there are words which co-occur with high frequency, for example, 'along road' 'a ripe banana', 'savage dog', these are collocations. As well as nouns and adjectives we can find noun + verb collocations such as the 'dog barked' (not 'roared'), the sun shone (not 'glowed'), or verb + noun collocations such as 'he's picking strawberries' or 'she's collecting stamps', or noun + present participle collocations in compounds , such as 'train – spotting' and 'bird- watching'.



2.2.1.5.2. Paradigmatic relations

Words not only have sequential relationships, but exist in complex relationships with other words in the language in a network of meanings. Linguists debate the precise categorization and naming of these relationships, but some terms are frequently used by teachers and text book designers. The most common are synonymy, antonymy, and hyponymy.

Synonymy

Synonymy is defined as one linguistic item that can be exchanged for another without changing the meaning of the sentence or utterance. For example, in the sentence:

He answered the question courteously. 'Politely' would probably be regarded as synonym as it could be substituted for 'courteously' without changing the meaning. It would be a mistake to suggest that words are substitutable in all contexts. In fact synonyms are hard to find because meaning depends on context. However, it is known every language has groups of lexical items, which are very similar in meaning 'synonyms'. These synonyms can differ according to the degree, reference, implication and grammatical form.

Antonymy

This term covers a number of relationships often thought of as opposites. Complementarity is used for oppositions such as 'male' and 'female' and 'dead' and 'alive' as these are clear-cut; one excludes the other. Converseness is a relationship where one term implies the other, as with 'import' and 'export', 'parent' and 'child', and 'trainer' and 'trainee'. And a notoriously difficult area is that of gradable antonymy where it is possible to create a scale of items, for instance, 'boiling', 'hot', 'warm', 'lukewarm', 'tepid', 'cold', and 'icy' (of water), which may or may not relate to a similar in the learners' first language.

Pedagogically, a new-lexical item can often be effectively taught by contrasting it with another which has some relation of opposition to it and which is already known to the students. This is true of extreme opposites. The degrees can be expressed by using separate lexical items and by using intensifiers.

Hyponymy

Hyponymy is a relationship whereby one word includes others within a hierarchy, so that we have superordinate words and subordinate words. So 'flower', 'carnation', and 'rose' are in a hyponymous relationship, 'carnation' and 'rose' being subordinate hyponyms of 'flower' and co-hyponyms of each other.

2.2.1.6. Register

A particular lexical item might be appropriate in one context but not in another. The use of the appropriate lexical item in the appropriate context involves the correct use of register. It is very useful to teach students how to use the appropriate lexical item according to:

- (a) The field of the utterance: the same referent can be referred to by different lexical items according to the field.
- (b) The mode of the utterance: the selection of lexical items is also determined by the method of communication used.
- (c) The style of the utterance: the roles and attitudes of the speakers or correspondents help to determine the style of the utterance and, therefore, affect the choice of lexical items. The style can be determined by the status of the speakers and the degree of familiarity.

2.2.1.7. Parts of a word:

Just as a sentence is split into units called words, so a word itself can be divided into units:



(a)Root: the root of the word is that part of a word, which communicates the main meaning.

(b) Prefix: a prefix comes before a root and adds something to the meaning of the root.

(c)Suffix: a suffix follows the root and usually indicates what part of speech a word belongs to. e.g., the suffix 'ance' usually indicates that the word is a noun whereas the suffix 'ant' indicates that the word is an adjective .e.g., distance, distant.

Semantic elaboration for the word is also emphasized by Schmitt (2002) when he stated that although relatively little empirical research has been done on the effectiveness of semantic strategies on vocabulary acquisition, but the theoretical base for using them appears to be sound.

2.2.2. The role of the language teacher

It is not the teacher's role just to inform students about language, but his main concern as a language teacher is to develop their ability to use the language for variety of communicative purposes, and he has to find out solutions to problems such as the size of the class and the number of hours available for teaching the language. The teacher has to create the best conditions for learning. The teacher's role, aided by the material he is using, is to teach the meaning of new items in a way that enables the learners to understand the new items.

2.2.3. General principles for the choice of vocabulary items

To facilitate learning English as a foreign language, linguists as well as educators have compiled lists of vocabulary items on a frequency basis, believing that such word counts would be:

(a) Useful in selecting and controlling active vocabulary.

(b) Useful in preparing instructional material in order to teach more common words before unusual or rare ones.

(c) Adequate for oral or written communication.

(d) And above all, effective in simplifying the learning of the language.

Frequency needs not be the only criterion for vocabulary selection or teaching as there are other criteria for word priority such as:

(a)**Appropriateness:** Some words may be taught or learned first because they are seen as functional in some situations or specific settings as in English for specific purposes.

(b) **Utility:** Useful words have priority in teaching or learning vocabulary regardless of their nature or level of difficulty.

(c)**Immediacy:** Words that are related to students' immediate needs or environment have priority in teaching whether they are concrete or abstract, regular or irregular, in or outside school.

(d) **Simplicity:** This criterion is relative, because it happens that a lexical item like submarine is easier to teach than a familiar form like head. The former has only one meaning whereas the latter has several.

2.3 Difficulties in learning vocabulary

Teaching of English to Arab learners presents additional difficulty to the teacher. Both have different syntactic system and word formations; so the teacher will not have the advantage of cognates which might facilitate his task of teaching new lexical items. The teacher has to pay special attention to the form and sound of new items, which are different from those of Arabic phonemes.

All languages have words. Language emerges first as words, both historically and



in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words. This is typically what has been emphasized by Thornbury (2002):

Learners of a second language may be confronted by words that are totally unfamiliar, or are being used in ways that for them are novel and possibly obscure. They may even be meeting concepts that are simply not represented by words in their first language. (P.2).

As a result, learning the vocabulary of a second language presents the learner with the following challenges:

1. Making the correct connections between the form and the meaning of closely related words.
2. When producing language, using the correct form of a word for the meaning intended.

To meet these challenges the learner needs to do the following:

- 1- To acquire a critical mass of words for use in both understanding and producing language.
- 2- To remember words overtime, and to be able to recall them readily.
- 3- To develop strategies for coping gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

Research Methodology and procedures:

This section is concerned with the research design of the study, the subjects of the study and the instruments used for data collection.

1. Research method

This paper is following one group pretest / post test design. The data consist of results obtained from the tests given to the secondary school students of the first year and the responses given by the teachers to the questions in the questionnaire.

2. Sample of the study

A number of students from Al-shaheed Ibrahim Shums Al-deen Secondary School, in the first year were chosen as population and because of their small number, they would be treated as a sample for the study. Fifty teachers of English from different secondary schools were chosen to answer the questionnaire.

3. Method of data collection

The data collected by using two instruments; One is pretest / posttest which is based on two passages taken from spine series Pupil's Book (4), Unit (1), Lesson (2), page (5-6). The test consists of ten questions, their answers include the new vocabulary items, the rest of the questions are five sentences with missed words, and students will be given words to fill each gap with the right word. Another instrument which was used to collect data for the paper is a questionnaire prepared for the selected teachers to answer. The questionnaire was originally developed by Dr. Medani Osman "cited in Al-Rafea M.A Thesis 1999" and was adopted by Al-Awad in his M.A Thesis (2000) with the omission of one statement. The original questionnaire consisted of sixteen statements, but in this paper the questionnaire was modified to consist of eleven statements.

3. Procedures:

The researcher conducted the study at Al-Shaheed Ibrahim Shums Al-deen Governmental Secondary School for Girls where there were three classes for the students of the first year. A class of forty students was chosen for the pretest / posttest. The selected students for the study



were introduced to the two passages which were taken from Spine Series Pupil’s Book (4), Unit (1), Lesson(2), p. (5-6). The technique of ignoring the new vocabulary items was used, and then by the end of the lesson, the students were given the pretest. A week later, the two passages were presented to the same students of that class with special focus on the presentation of the new vocabulary items using the appropriate techniques. Then again by the end of the lesson, the students were given the posttest. The two tests were marked out of twenty. The results were statically analyzed and compared.

As for the questionnaire, fifty copies of it were distributed by the researcher himself to fifty teachers of English language whose experience grades from one year up to forty years. The fifty teachers had been chosen from twenty-four secondary schools from different parts of Khartoum state. Some of these schools are governmental, others are private. The chosen teachers were informed by the researcher that the questionnaire was designed for academic purposes, and they were asked to answer the questionnaire. The teachers were very cooperative.

Results and Discussions:

This paper is concerned with the analysis of data collected by a pretest / posttest given to

the students of the first year in a secondary school, and by the questionnaire distributed to some teachers of English language in some secondary schools. Using the statistical analysis, the researcher tried to compare the results of the two tests to find out the influence of using the techniques of teaching new vocabulary items at presentation stage, and to see whether there is a significant relationship between the presentation stage and the teaching of vocabulary items.

Moreover, the data collected by using the questionnaire was analyzed to find out the techniques that are the most preferred by the teachers in teaching new words. This would be carried out by statistical analysis, and by putting these techniques into rank order.

1. The influence of using techniques of teaching new vocabulary items at presentation stage:

Here the researcher compared the forty students’ achievement in the pretest / posttest which was given to them to find out if there is a relationship between the presentation stage and the techniques of teaching new vocabulary items, and the influence of using these techniques. To come out with results concerning the items in the question, table No (1) is used to show the nature of the two tests.

Table No (1): correlations

	Pretest	Posttest
Pretest Pearson Correlation sig. (2.tailed)		
N		
Posttest Pearson Correlation sig. (2.tailed)	.520 **	
N	.001	
	40	

** Correlation is significant at the 0.01 level. The correlation coefficient (.520) has shown that the relation between the two tests is significant at 0.01 level.



**Table No (2): students t. test
Independent Samples Test**

Items	N	Mean	Std Dev.	t calculated	Df	Sig.
Posttest	40	18.02	1.97	2.085	78	.040
Pre test	40	17.	2.41			

$H_1: M_1 \text{ (mean)} = M_2$

$H_0: M_1 \text{ (mean)} \neq M_2$

According to the table No (2), it can be stated that since t (t = 2.085) calculated greater than t (t sig. = .040), then H_1 is rejected and H_0 is accepted which means that there is a significant difference between the two means. Accordingly, it is found that although the coefficient between the two tests is relevant, but it is directly proportional.

Since M_2 (18.02) is greater than M_1 (17.), This result showed that using the appropriate techniques of teaching new vocabulary items had a positive influence concerning the scores achieved by the students in the posttest. This explains the improvement in the students'

Table No (3): Experience Range

Valid	Frequency	Valid Percent
(1-5) Years	12	30.8
(6-10) Years	12	30.8
(11-15) Years	5	12.8
(16-20) Years	4	10.3
More than 20 years	6	15.4
Total	39	100.0
Missing system	11	
Total	50	

Table No (4): Ex-RA* All QES. Cross tabulation

	All – QES			
	Sometimes	Frequently	Always	Total
Exp-RA(1-5) Years Count		12		12
Row %		100.0%		100.0%
Column %		41.4%		41.4%
Total %		34.3%		34.3%
(6-10) Years Count	5	6		11
Row %	45.5%	54.5%		100.0%

performance in the posttest. The following figure shows clearly the improvement in the performance of the students in the posttest.

2. The most preferred techniques of teaching new vocabulary items

The questionnaire was answered by fifty teachers of English language. Some of them did not answer all the questions. Therefore, only thirty-five out of the total answered the whole questionnaire.

2.1. Experience Range

Only thirty-nine teachers answered the question of the experience. Their answers indicated that most of them enjoy the experience of teaching English language for many years. This experience makes them aware of the techniques to be used in teaching new vocabulary items. There is relationship between the teacher's experience and the use of a specific technique of teaching new words. Tables No (3) and No (4) showed this relationship.

	Column %	100.0%	20.7%		31.4%
	Total %	14.4%	17.1%		31.4%
(11-15) Years	Count		3	1	4
	Row %		75.0%	25.0%	100.0%
	Column %		10.3%	100.0%	11.4%
	Total %		8.6%	2.9%	11.4%
(16-20) Years	Count		2		2
	Row %		100.0%		100.0%
	Column %		6.9%		5.7%
	Total %		5.7%		5.7%
More than 20 Years	count		6		6
	Row %		100.0%		100.0%
	Column %		20.7%		17.1%
	Total %		17.1%		17.1%
Total	Count	5	29	1	35
	Row %	14.3%	82.9%	2.9%	100.0%
	Column %	100.0%	100.0%	100.0%	100.0%
	Total %	14.3%	82.9%	2.9%	100.0%

2.2. The summary of the frequency:

Excluding “never” responses, the frequency of each choice in all questions is calculated in order to see how often each technique is used. This is shown in table No (5).

Table No (5): frequency table- All QES

Valid	Frequency	Valid percent
Sometimes	5	11.1
Frequently	39	86.7
Always	1	2.2
Total	45	100.0
Missing system	5	
Total	50	

2.3 The total of teachers who used each technique:

In this section, the researcher is aiming to find out which question received more responses and what the indication of that is. The total of the teachers who answered the questionnaire was fifty.

Table No (6): The summary of the total teachers who used each technique

Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Sometime	14	41	20	5	23	8	12	20	9	23	35
Frequently	4	2	3	10	2	2	8	3	7	4	3
Always	28	3	25	33	2	39	29	3	33	20	6
Total	46	46	48	48	27	49	49	26	49	47	44
Percent	92%	92%	96%	96%	54%	98%	98%	52%	98%	94%	88%

This table showed that the first question in the questionnaire which represents the technique of

explaining the new words first was used by 46 teachers whorepresent the percent of 92. But



28% of them used the technique sometimes and that only 8% used it frequently. This technique was “always” used by 56%. The second question which represents the technique of translation also received the same number of responses (46) and the same percent (92%). The percentage of using “sometimes” is 82% and that the “frequently” percentage is 4%, and the percentage of using this technique “always” is 6%. The third question which represents the technique of breaking the new word into parts was answered by 48 teachers which represents 96% the technique is “sometimes” used by 20 of them (40%), and it is frequently used by 25 teachers (50%). Question No (4) which represents the technique of giving examples was also answered by 48 (96%). 10% of them used the technique “sometimes”. It is used frequently by 20%. The technique is “always” used by 66%. The fifth question which represents the technique of ignoring the new words received 27 responses which represents 54%. The technique is “sometimes” used by 46% and frequently used by 4%. It is always used by the same percentage (4%).

As for the technique of using word relation which is expressed by the sixth question, is used by 49 which represents 98%. 16% of those used it sometimes, and 4% used is frequently. It is “always” used by 78. %. Concerning the technique of using miming which is found in the seventh question, is also used by 49 (98%). Those used “sometimes” the technique represents

16%. The technique is “always” used by 58%. The technique of teaching words in isolation in the question No (8) is used by 26 teachers (52%). 40% of them used “sometimes”, and 6% used it “frequently”. It is “always” used by 6%. Considering the ninth question, which is about the technique of using a new word in context, was answered by 49 representing 98%. This technique is sometimes used by 18% and “frequently” is used by 14%, but it is “always” used by 66%. The tenth question which represents the technique of using real objects was answered by 47(94%). The technique is “sometimes” used by 46%, and is “frequently” used by 8%. But “always” is used by 40%. The last question which represents the technique of using charts was answered by 44 (88%). The technique “sometimes” is used by 70% and is “frequently” used by 6%, but “always” is used by 12%.

2.4. Ranking the techniques of teaching vocabulary:

To achieve this, the responses to the questionnaire were divided into negative and positive responses. The negative responses were represented by the frequency of the choice of “never” whereas the positive responses were represented by the choices of “sometimes”, “frequently” and “always”. Where two or more techniques take the same percentage, the percentage of the choice of ‘always’ is used to grade down these techniques. This is shown in the table No (7).

Table No (7): The percentage of the negative and positive responses

Q. No	Negative		Positive	
	Frequency	Percent	Frequency	Percent
1	3	6.1	46	93.9
2	3	6.1	46	93.9
3	2	4.0	48	96.0
4	1	2.0	49	98.0
5	23	46.0	27	54.0



6	1	2.0	49	98.0
7	1	2.0	49	98.0
8	24	48.0	26	52.0
9	-	-	49	98.0
10	3	6.1	47	94.0
11	6	12.0	44	88.0

According to the table No (7), the techniques of teaching new vocabulary items can be put into rank order as shown in the following table.

Table No (8): The ranking order of the techniques of teaching new vocabulary items

The technique of teaching new vocabulary items	Q No	Percent
The technique of using word relation	6	98.0
The technique of giving examples	4	98.0
The technique of using a context	9	98.0
The technique of acting	7	98.0
The technique of breaking words into parts	3	96.0
The technique of using real objects	10	94.0
The technique of explaining the new words first	1	93.9
The technique of using translation	2	93.9
The technique of using charts	11	88.0
The technique of ignoring the new words	5	54.0
The technique of teaching words in isolation	8	52.0

According to the table No (8) the techniques of teaching new vocabulary items can be put into rank order. It has been stated that the percentage of the choice of ‘always’ is used in ranking the techniques.

Accordingly, the first favorite technique which is the most preferred by the teachers in teaching new vocabulary items is the technique of using words relation which received 98% and the percentage of using it always is 78%. Next to it, come the technique of giving examples and the technique of using the new words in contexts. Both techniques received the same percentage (98%) and they had the same percentage of being used always (67.3%). The technique of acting is the third one. It received the same percentage (98%), but the percentage of using “always” is 58%. In the fourth order, comes the

technique of breaking words into parts which received 96%. The technique of using real objects which received 94% was classified as the fifth technique. The technique of explaining the new words first received 93.3%, and the percentage of using “always” is 75.1%, therefore, it was classified as the sixth. The technique of using translation received the same percentage (93.3%), but the percentage of using “always” is 6.1%, which classified it as the seventh technique in the order. The technique of using charts received 88% which classified as the eighth technique. The technique of ignoring the new words received 54% which classified as being the ninth. The last technique in the order is the technique of teaching the new words in isolation, which received the percentage of 52.0.



The analysis of the responses given to the questionnaire by the teachers has shown that the most preferred techniques of teaching new vocabulary items are the following:

1. Words relation.
2. Giving examples.
3. Using words in contexts.
4. Acting.

Conclusion

The paper was mainly carried out to investigate the relationship between the presentation stage and the techniques of teaching new vocabulary items. It was also intended to find out what are the most preferred techniques of teaching vocabulary.

Throughout the investigation, the study has shown that there is a significant relationship between the presentation stage and the techniques of teaching new vocabulary items, which was strongly supported by the correlation coefficient of the pretest / posttest which showed the remarkable improvement in the achievement of the students in the posttest. This indicates that using the appropriate techniques of teaching vocabulary has a positive influence at the presentation stage. The study also found that the techniques of words relation, giving examples, using words in contexts and acting were the most preferred techniques of teaching vocabulary. In addition to that, the study found that the school environment is the richest source of the material that can be used in teaching vocabulary. It is also found that there is a relationship between the teacher's experience and the use of a particular technique of teaching vocabulary.

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